

Review of the sexuality education program of Nepal

through SERAT

Report prepared by: Amit Timilsina

September 2022

Abbreviations

AIDS:	Acquired Immunodeficiency Syndrome
CDC:	Curriculum Development Centre
CSE:	Comprehensive Sexuality Education
CSO:	Civil Society Organization
EMIS:	Education Management Information System
EPH:	Environment, Population and Health
GBV:	Gender Based Violence
HIV:	Human Immunodeficiency Virus
ITGSE:	International Technical Guidance on Sexuality Education
NCASC:	National Centre for AIDS and STD Control
SERAT:	Sexuality Education Review and Assessment Tool
SRH:	Sexual and Reproductive Health
SISO:	Skill Information Society
STI:	Sexually Transmitted Infection
TBD:	To be decided
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNFPA:	United Nations Population Fund

Contents

Abbreviations	1
Background	3
Objective	3
Methodology.....	4
a) Literature review.....	4
b) Consultation with key stakeholders	5
c) Analysis through SERAT tool	5
Result	5
1) Scoring of sexuality education program	5
2) Critical analysis of sexuality education program	6
2.1 Legal and policy context.....	6
2.2 Objectives and principles	7
2.3 Content	7
2.4 Integration	7
2.5 Teaching and learning	8
2.6 Teachers' training.....	8
2.7 Monitoring Framework	8
Conclusion and Recommendation	8
References	10
Annexes.....	11
Annex 1: Attendance sheet of consultation	11
Annex 2: SERAT worksheet	12
Annex 3: Photos and videos of consultation	12

Background

The number of students enrolled in education decreases from lower basic up until Higher Secondary level. The enrolment of students at lower basic (1-5) is 3,543,862, upper basic level is 1,775,142, the secondary level is 1,040,976, and higher secondary level is 661,642.¹ The sexuality education program in Nepal starts from the lower basic level and the level above. Nepal government has adopted the sexuality education content from International Guidance on Sexuality Education (ITGSE) and integrated across various subjects into various topics. Various organizations such as UNESCO, UNFPA, YUWA, and LOOM Nepal have reviewed sexuality education and its content in Nepal. The finding of those researches and study illustrates the need for 'comprehensiveness' in the sexuality education of Nepal.^{2,3} Prior reviews and assessments were based more on the content of the curriculum rather than on multiple analytical components. Thus, the SERAT tool provides a quantitative as well as a qualitative method to analyse current sexuality education programs.

The SERAT is an excel-based tool to help with data collection and analysis of the strengths and weaknesses of HIV prevention and sexuality education programs at the School level. The SERAT tools provide an opportunity to review school-based sexuality education programs based on available scientific evidence and local practices, supports with data to improve sexuality education programs, and facilitate evidence-based advocacy and lobby for Comprehensive Sexuality Education (CSE).⁴ The SERAT tool has been revised by Right Here Right Now and contextualized in the local context of Nepal. The SERAT tools consist of seven different analytical components: Legal and policy context, Objectives and Principles, Content (5-8 years, 9-12 years, 12-15 years, 15-18+ years), Integration, Teaching and learning, Teacher training, Monitoring Framework.⁴ This report is prepared as part of consultancy work for YUWA and Visible Impact, secretariat and co-chair of the National CSE Advocacy coalition respectively with the support of Right Here Right Now Nepal.

Objective

1. Review the localized M&E tool developed by YUWA under RHRN Nepal
2. Scoring of the assessment tool to create a baseline of CSE context in Nepal

Methodology

The methodology of assessment includes literature review, consultation with key stakeholders, and analysis through the SERAT tool.

a) Literature review

Prior to consultation and analysis through the SERAT tool, a literature review was conducted where various education and health-related policies, guidelines, guidance, programs, and websites were reviewed. The policy such as the National Education Policy (2019), School Sector Development Plan (2016-2023), Education Sector Analysis (2021), Education Sector Plan (2021-2023), School Accounting manual 2019, National Science Technology and Innovation Policy 2019, Factsheet of National Centre for AIDS and STD Control (NCASC), Nepal Demographic and Health Survey (2016) were reviewed. The findings of literature review reveals that CSE and its component has been largely missing in Education related plan, policy and guidelines. Even in National Curriculum Framework (2005), health's component has not even been prioritized. However, CSE has been included in various plans, policies and guidelines of Health sector in Nepal. In Education sector, School Sector Development Plan explicitly highlights importance and inclusion of sexuality education in Nepal. Furthermore, teacher's training manual has been developed by Curriculum Development Centre (CDC) in support of UNFPA and SISO Nepal which has helped to deliver quality CSE at school with standard information.⁵ Similarly, the CSE Technical Working Group chaired by CDC is involving various stakeholders such as youth organizations, CSOs, teachers, activists, women and experts in CSE related discussion and inclusion in Nepal.

Similarly in health sector, National Health policy, Second Long Term Health Plan missed out to foster sex education at school or out of school. CSE related content and importance of SRHR information has been prioritized and included in Adolescent Health and Development Strategy whereas the Factsheet of NCASC provides disaggregated data on HIV and AIDS and STIs related information.^{6,7} Similarly, Population Perspective Plan also supports reproductive health related importance for adolescence.⁸ Apart from this, various Civil Society Organizations (CSOs) has been reviewing, monitoring and evaluating sexuality education program of Nepal. For instance, the critical analysis report on current sexuality education, Integration of CSE in Nepal: Review

report by YUWA Nepal and RHRN, Review of curricula in the context of CSE in Nepal by UNFPA has highlighted the importance and gaps such as limited inclusion of CSE related components, importance of revised National Curriculum Framework regarding CSE, increased teachers' training and need of human right and life skill based approach in Nepal.^{2,9}

b) Consultation with key stakeholders

A consultation meeting with members of the CSE Technical Working Group and 18 representatives from 16 CSOs working on CSE (detail attached in Annex 1) were invited and participated in an interactive discussion of the sexuality education program of Nepal based on the SERAT tool. Participants of the consultation discussed and reflected the sexuality education program of Nepal based on five critical analytical components of SERAT. The consultation helped to gather the perspective of CSOs working on CSE which has diversified and triangulated the information collected through literature review and SERAT tool.

c) Analysis through SERAT tool

Based on a literature review and consultation meeting with key stakeholders, a comprehensive analysis of sexuality education was conducted. For scoring of each component, an in-depth and intense literature review was conducted, previous assessments were reviewed and the outcomes of the consultation were taken into consideration.

Result

1) Scoring of sexuality education program

The sexuality education program was scored based on the SERAT tool where the responses were in Yes/No/Somewhat/TBD. A total of 443 indicators from seven analytical components was reviewed (Content is taken as one component). A total of 40 indicators was reviewed under Legal and policy context (19 yes, 17 No and 3 Somewhat), 38 under objectives and principles (22 Yes, 11 No, 5 somewhat), and 245 under content review (111 yes, 101 No, 27 somewhat, 7 TBD), 31 under teacher's training (10 yes, 16 no, 5 somewhat), 20 under integration (10 yes, 8 no, 2 somewhat), 31 under teaching and learning (14 yes, 11 no, 6 somewhat) and 38 under monitoring framework (10 yes, 6 no and 22 TBD). The higher inclusion was found for Objectives and Principles (57.8%) followed by Content (45.3%) and Teaching and

Learning (45.1%). Similarly, the lowest inclusion of indicators was found for Monitoring Framework (26.3%) and Teachers' Training (32.2%). The integration was found to be 50% based on the SERAT tool. [Note: Monitoring Frameworks' indicator needs to be discussed with the government officials to get the data thus to be decided (TBD) consists of 57.8% as of now]. The disaggregated scoring number is presented below in the bar chart.

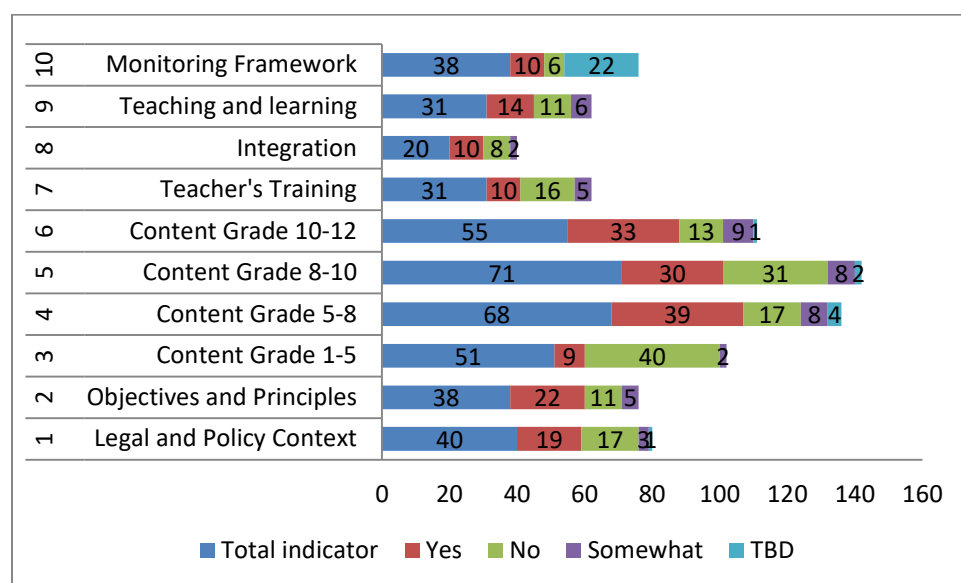


Figure 1: Bar chart illustrating scoring result for each analytical component of SERAT

2) Critical analysis of sexuality education program

2.1 Legal and policy context

Though the national Demographic and Health Survey and Factsheet prepared by National Centre for AIDS and STD Control (NCASC) supports with disaggregated data, the need for CSE-related data was explicitly unavailable. The findings of the SERAT also suggest the need for national monitoring and evaluation framework on Sexual and Reproductive Health and Rights (SRHR) and national-level regulation, guidelines, or ministerial standards within the education sector related to HIV and AIDS, gender-based violence, and gender based discrimination. Abortion is criminalized under circumstances and consensual sex between young people below the age of 18 is considered rape in the context of Nepal. There were facilitative laws that criminalized sexual violence, prohibit discrimination, and guarantee the right to life, liberty, and security of children and key populations.

2.2 Objectives and principles

The sexuality education program of Nepal has sound objectives and principles based on the outcome of SERAT. The sexuality education program has goals and objectives to promote safe, health, and positive relationships; respecting human rights, reducing unintended pregnancies, access to SRH services, reducing Sexually Transmitted Infections (STIs). However, the sexuality education program of Nepal lags in building effective skills for negotiation, critically analysing social and gender norms, risk assessment, and identifying pressure to have sexual intercourse or avoid such situations, and utilizing nearby SRH services. The content development process did not explicitly include an assessment of the social and SRH need of children (more of Top down approach) and an assessment of resources for the implementation of curricula and teacher's training.

2.3 Content

Relationship and understanding of child rights are the major content included for the student of Grade 1-5 while the content of Grade 5-8 includes content for all eight components. Similarly, Grade 8-10 includes all eight components however focuses more on SRH and less on values, rights, culture, and sexuality; understanding gender and violence, and staying safe. Similarly, Grade 10-12 covers all eight components as identified by the ITGSE, however focuses less on values, rights, culture, and sexuality; understanding gender and violence, and staying safe, and focuses more on SRHR. Grade 1-5 focuses more on attitude development while indicating low indicator for knowledge and skill building while Grade 5-10 and 10-12 indicates low skill-focused sexuality education content. For Grade 8-10 the content indicates a low score for all three subcomponents (attitude, knowledge, and skills).

2.4 Integration

The SERAT scoring shows good integration of sexuality education across the subjects and courses. However, the analysis shows that there is no mechanism to measure the dilution of sexuality-education related content or guideline and focal point to monitor and evaluate the carrier subjects. Similarly, the SERAT tool also shows the importance to make EHP a compulsory education considering the bulk content included in EHP and the importance of CSE in building the life skill of children and adolescents.

2.5 Teaching and learning

The SERAT highlights the strengthening of pedagogical principles and methods and making available educational materials for students and teachers. The SERAT indicates the need to apply a wide range of strategies to engage learners, build students' power to reflect and think critically, promote self-learning activities and computer-based/online learning, and develop skills for participatory classroom teaching. This section also promoted the need to develop manuals and materials reflective of the diversity of children and young people in Nepal.

2.6 Teachers' training

The SERAT outcome reflects low scoring for teachers' training and indicates an effort to include CSE in pre-service training, developing the teaching competence of teachers to promote pedagogical approaches and promote critical reflection abilities among children. The teachers' should also be trained to deal with opposition or concerns from parents or the community regarding sexuality education and this requires enabling an environment where school principals, teacher supervisors, and district education authorities realize and internalize the importance of the sexuality education programs in Nepal. The teacher should also have support for and from a resource person and resource centre to teach, communicate and facilitate sexuality education.

2.7 Monitoring Framework

This section shows inadequate data available to analyse sexuality education programs in Nepal. Thus, it reflects the need to have easy access to data related to teachers' training, outreach programs, number of beneficiaries reached. Similarly, the need to integrate indicators regarding CSE such as number of teachers' trained, frequency of CSE-related training, number of training materials developed, and number of guidelines developed for CSE implementation within Education Management Information Services (EMIS) is required.

Conclusion and Recommendation

Only two analytical indicators above 50% of scores (Objective and Principle and Integration) show sexuality education programs in Nepal has a lot of space to be comprehensive. The analysis of the sexuality education program through the SERAT tool suggests the need to

strengthen teachers' training, diversify pedagogical approaches for teaching and learning to foster positive beliefs, and to develop knowledge, skills, and attitude to assess, negotiate and prevent risk and to access SRH services.

The major recommendation from the SERAT analysis of sexuality education program in Nepal includes:

- 1) Integration of policies for GBV, gender equality, HIV, and AIDS within the education sector.
- 2) Inclusion and prioritization of CSE and its component in the educational plan, policies, and guidance of Nepal.
- 3) Inclusion of content and pedagogical approach to build skills and attitude to assess and prevent risk and to protect, promote and access sexual and reproductive health services.
- 4) Available of open CSE-related data for monitoring, evaluation, and learning.
- 5) Prioritize and allocate resources for teachers' training and resource materials for CSE.

References

1. MoEST. Flash Sheet Report 2019-20. Centre for Education and Human Resource Development. 2020. Available from: https://nepalindata.com/media/resources/items/20/bFLASH_I_REPORT_2019_20.pdf
2. Sudeep Uprety et.al. Integration of CSE in education curriculum of Nepal.YUWA. 2020. Available from: <https://www.yuwa.org.np/storage/app/uploads/public/606/c19/1fa/606c191fa87ae052853409.pdf>
3. UNFPA. Review of Curricula in the context of Nepal. 2016. Available from: <https://nepal.unfpa.org/en/publications/review-curricula-context-comprehensive-sexuality-education-nepal>
4. UNESCO. Sexuality Education Review and Assessment Tool. 2020. Available from: <https://healtheducationresources.unesco.org/library/documents/sexuality-education-review-and-assessment-tool-serat>
5. NCED, UNFPA & SISO Nepal. Comprehensive Sexuality Education: Teachers' Resource Materials. March 2018. Available from: <https://nepal.unfpa.org/en/publications/comprehensive-sexuality-education-teachers-resource-material>
6. Department of Health Services. National Adolescent Health and Development Strategy. 2020. Available from: <https://drive.google.com/file/d/1sAQK8RiiP02Rg43EWZzwillF4Ae6UBec/view>
7. NCASC. Factsheet: HIV update of Nepal. 2021. Available from: <https://www.ncasc.gov.np/information/1>
8. MoHP. Population Perspective Plan 2010-2031. September 2010. Available from: https://drive.google.com/file/d/0BxYPsAJu5Bn_VmxRNFRWWlh2U2c/view?resourcekey=0-Z_uqvppOxLlamBda8svnng
9. Dr. Bhagwan Aryal. Current Sexuality Education Curriculum of Government of Nepal with regard to ITGSE 2018. YUWA Nepal. September 2020.

Annexes

Annex 1: Attendance sheet of consultation

YUWA Attendance Sheet

Project: RHRN

Activity No. :

Activity Name: SERAT Assessment Consultation Meeting



Date: 15th August, 2022
Place: Indreni hotel

S.No.	Name	Organization	Position	District	Ethnicity	Gender	Age Group	Disability	Email Id.	Contact Number	Signature
1.	Bimala Gurung	Mitini Nepal	Program Officer	Ktm	I	F	C	No	bimalagurung.nepal@gmail.com	9846141657	[Signature]
2.	Kamal Bora	PSI Nepal	Senior Manager	Ktm	I	F	D	No	kamalboranepal@gmail.com	9851191154	[Signature]
3.	Dipesh Limbu	Visible Impact	Senior Program Officer	WED	I	M	C	No	dipesh.limbu@visiblem.org	9841072332	[Signature]
4.	Noreen Sharma	AYON	S.B	Ktm	B	M	B	No	Nareenasharmaya@gmail.com	9842414246	[Signature]
5.	Bhuvan Joshi	Y-PEER Nepal	Member	Ktm	B	M	B	No	bhuvan.joshi.yuwa@gmail.com	986909564	[Signature]
6.	Shresthi Sharma	SISO Nepal	Program Officer	Ktm	B	F	C	No	Program.off@sisonepal.org.np	9842578268	[Signature]
7.	Madhusudan Karki	SISO	P.C	Ktm	B	M	C	No	youth@sisonepal.org.np	984816362	[Signature]
8.	Rajeev Karki	ADRA Nepal	SR PD	WED	M	M	D	No	rajeev.yadav@adranepal.org	9845833562	[Signature]

Note: Please use the following abbreviations:

Ethnicity: Madhesi=M, Endangered=E, Brahmin=B, Chhetri=C, Indigenous=I, Dalit=D
Gender: Female=F, Male=M, Sexual and Gender Minorities (LGBTQIA+)=O
Age Group: A=10-19, B=20-24, C=25-30, D=31+

YUWA Attendance Sheet

Project: RHRN

Activity No. :

Activity Name:



Date:
Place:

S.No.	Name	Organization	Position	District	Ethnicity	Gender	Age Group	Disability	Email Id.	Contact Number	Signature
9.	Durgas Lepcha	YASHAN	Co-founder	Ktm	B	F	D	-	durgas.lepcha@gmail.com	982206657	[Signature]
10.	Reyusha Chalise	BBC	PO	Ktm	B	F	C	-	reyusha.bbc@gmail.com	9843093446	[Signature]
11.	Saligram Nepal	BYN	BM	Ktm	B	M	B	Yes	Saligramnepal@gmail.com	9861432512	[Signature]
12.	Shilpa Lamichhane	Visible Impact	Program Manager	Ktm	C	F	C	-	shilpa.lamichhane@visiblem.org	984246564	[Signature]
13.	Uja Humagain	YUWA	General Secretary	Ktm	B	F	B	-	ujahumagain@gmail.com	9860186007	[Signature]
14.	Sumanjot Pradhan	YUWA	CDL A	Ktm	I	F	B	No	sumanjotpradhan@yuwa.org	984558353	[Signature]
15.	Bhita Gauchan	UNFPA	Program Manager	Ktm	I	F	D	No	khakali@unfpa.org	9861982448	[Signature]
16.	Bipana Shrestha	YUWA	Pro. officer	Ktm	I	F	B	No	bipana@yuwa.org	9818152532	[Signature]

Note: Please use the following abbreviations:

Ethnicity: Madhesi=M, Endangered=E, Brahmin=B, Chhetri=C, Indigenous=I, Dalit=D
Gender: Female=F, Male=M, Sexual and Gender Minorities (LGBTQIA+)=O
Age Group: A=10-19, B=20-24, C=25-30, D=31+

YUWA Attendance Sheet

Project: RHRN

Activity No. :

Activity Name:



Date:
Place:

S.No.	Name	Organization	Position	District	Ethnicity	Gender	Age Group	Disability	Email Id.	Contact Number	Signature
17.	Ashriya Pradhan	YUWA	CDL officer	Ktm	I	F	B	-	ashriya@yuanwaf.org	9810261070	[Signature]
18.	Sijan Gela	YUWA	SRHR PO	BKT	B	F	B	-	Sijan@yuanwaf.org	9841111735	[Signature]
19.	Bishnu Nepal	RES	SR Editor	Ktm	B	M	B	-	bishnu@resnepal.org	984153180	[Signature]
20.	Rakhiya Singh	LOOM	Program Officer	Ktm	C	F	C	-	Rakhiya@loomnepal.org	9860451510	[Signature]
21.	Aparajita Bhatta	SOCIATI	Program Officer	Ktm	C	F	B	No	aparak@sociati.org	9860333330	[Signature]
22.	Sareya Chhetri	YUWA	P.C	Ktm	I	F	C	-	sareya@yuanwaf.org	9832418020	[Signature]
23.	Amrit Limbu	YUWA	-	Ktm	B	M	C	-	amritlimbu@gmail.com	984921510	[Signature]

Note: Please use the following abbreviations:

Ethnicity: Madhesi=M, Endangered=E, Brahmin=B, Chhetri=C, Indigenous=I, Dalit=D
Gender: Female=F, Male=M, Sexual and Gender Minorities (LGBTQIA+)=O
Age Group: A=10-19, B=20-24, C=25-30, D=31+

Annex 2: SERAT worksheet

(Attached as a separate spread sheet document)

Annex 3: Photos and videos of consultation

Link: <https://bit.ly/3RrmvVM>